



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Zum deutschen Kultur- und Bildungsleben. Von WILHELM MÜNCH. Berlin: Weidmannsche Buchhandlung, 1912. Pp. viii+338. M. 6.50.

Wilhelm Münch, whose recent death means a great loss, not only to the University of Berlin but to the whole pedagogic world as well, was one of the most fertile and one of the sanest writers on educational subjects, a constructive optimist of charming personality. Only a few weeks before his death he prepared for the press the fifth edition of his miscellaneous essays, most of which appeared in German magazines during the past two years, under the title *Zum deutschen Kultur- und Bildungsleben*. Of special interest are the discussions in which he deals with the international bearings and tendencies of education. The number of books in which an attempt is made to acquaint one country with the educational facilities and problems of another is increasing from year to year. Some of these volumes aim to hold up a mirror to their own people, to invite introspection, to suggest reforms and new points of view, as is done, for example, in several recent French publications. The Americans, on the other hand, show a distinct desire in works of this nature to elicit the interest of the foreigner. The author is thoroughly conscious of the impetus that is given to a better mutual understanding of Germany and America by the exchange of scholars and teachers which is at present in force. He is of the opinion, to be sure, that there is a definite limit to international "leveling," and that every nation is bound to preserve its own individuality. At the same time, in educational matters every man must be allowed to see his partner's hand, in order that both may play the game successfully.

The keenness and accuracy with which Münch comprehended the spirit of a large city are illustrated by an article entitled "The Soul of the Imperial Capital." The author, a man of retiring disposition, was not brought into close contact with the noise and bustle of a large city until he had reached a comparatively mature age. Although calm and quiet appealed to him more strongly by reason of his own gentle, contemplative nature, he is nevertheless always fair to the busy and restless Berlin citizen, who, though he has his faults, is everywhere praised for his energy, his confirmed sense of duty, and his wit. The *Berliner*, after all, resembles the American in many ways.

Full of suggestion, and abounding in accurate observations of human nature in its peculiar development, are the articles on "The Ages of Man" and "The Joys of Childhood." The age of childhood does not always bring as much happiness as those who are older usually believe. And oftentimes, in the case of persons rich in intellectual activity and valuable experience, old age is blessed with ease and comfort.

Interesting also are the articles dealing with schools and the peculiarities of individual pupils. Psychological investigations are of great assistance in connection with arriving at a correct understanding of various student types. And yet Münch contends that experience bears the same relation to experiment that the portrait bears to the sketch, that the finely shaded design bears to the mere outline—at times, to be sure, to the overdrawn outline.

Finally we would call the reader's attention to several essays treating (1) of the

relations between university and secondary schools, (2) of the relations between scholars and educators, and (3) of the appreciation of the teaching profession. The teacher of modern languages will be interested in essays on etymology and on the preparation of teachers for modern-language instruction.

R. THOM

COLUMBIA UNIVERSITY

The Unfolding of Personality as the Chief Aim in Education: Some Chapters in Educational Psychology. By THISELTON MARK. Chicago: The University of Chicago Press, 1911. Pp. 224. \$1.00.

The aim of this book may be said to be to survey the chief sources of developing personality and to point out the ways in which the educator may influence the process of development. In the pursuit of this aim the author first describes the hereditary or instinctive basis of the mental life. He finds four general capacities forming the "original nucleus of personality," namely, "spontaneous activity, tendency to develop according to the standard of the species, modifiability by environment, and capacity for the ideal." The "tendencies to develop according to the standard of the species" are described more fully in three chapters on man's instinctive tendencies, classified as motor, intellectual, and affective. The discussion of intellectual and affective instinctive tendencies includes more than is usually termed instinct. In the intellectual realm, for example, are included the capacity for attention and for retention. Under affective instinctive tendencies are discussed, besides fear, anger, affection, and so forth, the sense of inner freedom and the instinct of efficiency. While these and many other discussions go beyond the scope of the topics usually treated in child psychology, they are stimulating and suggestive—perhaps partly because of their novelty.

While the chapters on the instincts touch incidentally upon their relation to education, this is treated more explicitly in the following chapter. The manner in which experience, and education in particular, blends with instinct to produce mental development is illustrated from the fields of curiosity, imitation, habit, speech, and so forth. For example, to the usual laws of habit-formation is added another: "If, then, we wish to build up a new habit in ourselves or in others, our first reliance must be upon such instinctive tendencies as will lead in the same direction." As this quotation suggests, the author, while writing for teachers and recognizing the part which their efforts play in the child's development, emphasizes strongly the importance of the pupil's native tendencies. The part of the teacher is to give direction to the child's instinctive impulses, but largely in an indirect manner, and he is to conceive his task to be to use the sources of energy which are native to the child rather than to create any new energy.

This emphasis on the child rather than the teacher is exemplified in the discussion of self-determination as one of the essential processes in development. Self-determination means for the author both the determination of courses of action and the determination of the direction in which the self shall develop. The conclusion is reached that the ability to appeal from the present impulse to an habitual self, or to a progressive self which goes beyond the habitual self, is a real ability, and is the essence of moral action, and hence essential in the unfolding of personality.

The final chapters upon the subconscious and the intuitional elements in experience make an excursion into the speculative field in order to complete the account